



揭阳职业技术学院

电子商务创业学院

《商务英语口语二》教案

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课程整体教学设计

一、课程的性质和任务

1.课程性质

《商务英语口语》是商务英语专业学生的专业必修课，是为培养和检验学生日常和商务口语的能力而设置的一门课程。

2. 课程任务

巩固并提升学生商务英语基础发音、语调、句式表达的规范性与流利度，强化商务场景常用句型、专业词汇的熟练运用。重点培养学生在真实商务情境下的口头表达、沟通协商、临场应变与跨文化交际能力，为学生从事外贸业务、跨境电商、商务助理、涉外客服等岗位奠定坚实的口语应用基础，

二、教学目标与要求

1. 教学目标

本课程的教学目标是培养学生既能听懂日常和商务英语会话，又能以准确的语音语调进行英语会话，自由表达自己的思想和观点，并能逐步养成用符合特定场合的得体语言回答或者提出各种问题的习惯。

2.课程思政育人目标

提升职业素养：通过护照办理、商务接待、点餐服务等场景学习，培养学生诚信守约、文明礼貌、严谨细致的职业态度，树立规范服务、专业履职的职场意识。

增强文化自信：依托跨文化沟通场景，引导学生认同中华优秀传统文化与中国发展成就，增强文化自信，提升跨文化交际中的民族认同感。

夯实责任担当：结合求职、创业单元，强化学生敬业奉献、勇于创新的精神，树立正确的职业观与价值观，明确青年一代的社会责任。

三、教学方法与手段

1.教学方法

本课程采取任务驱动教学法（以真实商务任务为主线，让学生在完成任务中学习表达、提升能力）、情景模拟教学法（构建仿真商务场景，开展角色扮演、实景对话，强化实战体验）及交际教学法（以沟通为目的，鼓励开口表达，注重实用性与流利度）等多元化教学方法。

2. 教学手段

本课程采用信息化教学、口语训练工具及课堂互动手段：使用学习通等线上平台开展教学活动，使用在线配音、口语打卡等方式强化发音与流利度，并采用课堂提问、小组展示、角色扮演、现场辩论、即兴表达等方式提升参与度。

四、理论与实践课程内容与学时分配

根据教学计划规定的学时数为 36 学时，具体学时分配如下表，供参考。教师可根据学生的实际水平和接受程度灵活处理。

课程内容和学时分配表

篇章	内容	理论课时	实践课时	小计
Unit 7	Unit 7 Enjoy your stay!	3	3	6
Unit 8	Unit 8 There is my package!	3	3	6
Unit 9	Unit 9 May I have your order, please?	3	3	6

Unit 10	Unit 10 It' s just a cold!	3	3	6
Unit11	I just want to have a part-time job!	3	3	6
Unit12	I want to be an entrepreneur!	3	3	6
合计		18	18	36

Chapter	Seven
Teaching Objective	ideological objective: how to receive a customer politely(思政育人目标)
	know the basic sentence patterns and expressions for making a reservation, accepting a reservation, refusing a reservation and quoting a price. (教学目标)
Teaching Focus	get familiar with reservation. (教学重点)
Teaching Difficulty	quoting a price. (教学难点)
Teaching Duration	6 periods (教学学时)
Teaching Method	Group discussion and performance (教学方法)
Assignment	Homework: Make a short dialogue about making reservation. (作业)

Unit 7 Enjoy your stay!

Teaching procedures

1.Free talk

Invite some Ss to talk about their study experiences and prospects on this course. .

2.Warm-up

(1)Questions

When people travel or take a business trip to other places, they will live in hotels. Should they do some preparation before they leave? How to register in a hotel? Are there other services in hotels?

(2)Direct students to complete the listening task.

(3)Ask students to direct the way to it from the entrance.

3. Follow me

Ask Ss to read after the courseware and learn the import words such as reservation, bellboy and expressions like “I have a reservation here for a single room with a bath”“You can take the elevator over there”“return it when you check out”“I hope you enjoy your stay with us”

4.Imitating

Ask Ss to give the sentences in task A.

5.Discussion

Ask Ss to study the sentences in task B and give the correct order. Then role-play to read out the dialogue

6.Discussion

Study the expressions in Focus in and finish the task

7.Role-play

Ask Ss to work in pairs and stimulate a dialogue according to Focus in

8.Presentation

Invite 2 pairs to give their dialogue

9.Translating

Teacher gives the key expressions and ask Ss to do Chinese-English translating work .

10.Review

Ask Ss to give English for “我有订购一个带卫生间的单人房”，“你可以到那边去乘坐电梯”，“退房时请退回钥匙”，“祝你入住愉快”

11.Question-response

Ask Ss to listen to the dialogue. For the first time, give the answer to “what is Luke Kinston doing now”, for the second time, give English for “纽约一日游”，“可以乘坐地铁、公车或游船”，“小费怎样付” .For the third time, interpret what you hear.

12.Pair work

(1)Role-play

Ask Ss to work in pairs and read dialogue

(2) Finish task B of dialogue 2

13.Presentation

Invite 2 pairs to read dialogue to whole class

Check answers of task B

14. Discussion

Ask Ss to study the sentences in task A and give the correct answer

15.Reading

Ask Ss to study the expressions in dialogue 3 and read aloud

16.Pair work

(1)Interpreting

Ask Ss to work in pairs, one read text and the other interpret what he hears.

(2)Tasks

Ask Ss to work in pairs and finish task A&B of dialogue

(3)Then read aloud dialogue in task B.

17.Group work

Ask Ss to work in groups, finish the exercises in Focus In and answer the questions

18.Translating

Teacher gives the key expressions and asks Ss to do Chinese-English translating work.

Suggested Answers

Warm up : a. elevator b. wired phone c. emergency exit stairs d. 207

Dialogue 1

Task 1

1. B: I have a reservation here for a double room with shower.
2. A: your room is on the 18th floor and the daily rate is \$ 40.
3. B:You can take the elevator over there to get there.
4. A:Please make sure that you have your key card with you all the time, and return it when you check out.
5. A:Do you need the bellboy to take your luggage to the lobby?
6. A:We hope you enjoy your stay with us.
7. B:He works full-time as a receptionist at the reception desk in the Garden Hotel.

Task 2

8-1-7-2-6-12-3-5-4-9-11-10

Dialogue 2

Task 1

b c e d a

Task 2

1. What can I do for you?
2. Can you change the room for me?
3. I' m awfully sorry, ma' am.
4. All right, I' ll take it.
5. Can you get me an extra blanket?

Dialogue 3

Task 1

1. Please put your pin number here.
2. Have you used any hotel service during your stay here?
3. Please sign your name here.
4. I' d like to check out now.
5. It makes a total of \$ 73.62.

Task 2

1. b 2. d 3. a 4. c

Practice 1

1. Can I have a double room?
2. The rooms you want are all occupied.
3. What's the daily rate?

Practice 2

Receptionist: Good morning, Summer Inn. Can I help you?

James: Good morning. Is it possible for me to book a single room with view of lake for 3 days from July 3 to July 5?

Receptionist: I'm sorry, the rooms you want are all booked up at present. But I think we'll be able to let you have the room you want from July 4 or the room without view from July 3.

James: Well, I prefer the room with view of lake from July 4.

Receptionist: All right. I'll make a note of it. Can I have your name, please?

James: James Brown.

Receptionist: OK. Mr. Brown, a single room with view of lake for 3 days from July 4 to July 6.

James: That's right. Thank you very much.

Receptionist: You are welcome. We're looking forward to seeing you then. Goodbye.

James: Bye.

Ideological thinking

NO specific answers. Purpose of these practices is to encourage students to practice their communication ability and know how to receive a customer politely.

Homework:

1. Make a short dialogue about making reservation.
2. A Kaleidoscope of China

This part is designed to help Ss to build culture confidence. Teacher can guide students to go through this part and do the speaking part when there is a need.

Chapter	Eight
Teaching Objective	ideological objective: how to express agreeing and disagreeing
	In this unit, students are required to know the basic sentence patterns and the expressions for requirements of the customers, asking about the services, opinions, prices and timings in order to stimulate a conversation flexibly and ingeniously under specified circumstances.
Teaching Focus	get familiar with the services at the post office.
Teaching Difficulty	asking about the services, opinions, prices and timings
Teaching Duration	6 periods
Teaching Method	Group discussion and performance
Assignment	Make 2 dialogues for delivering a package on the recommended app.

Unit 8 There is my package!

Teaching Procedures:

1. Warm-up

- (1) Listen to a short introduction and recognize the delivery confirmation.
- (2) The teacher accesses students' work.

2. Follow me

Ask Ss to read after the courseware and learn the import words such as driver's license, passport and expressions like "May I see your...", "Here is your package."

3. Discussion

Discuss the expressions in Focus in and finish the task together.

4. Pair work

Ask Ss to work in pairs, supposing making a dialogue about picking up a package.

5. Presentation

Invite 2 pairs to give their dialogues.

6. Group work

(1) Ask students to work in groups and study dialogue 1, 2 & 3, figure out the expressions of mailing a package.

(2) Role-play to read the texts

(3) Finish tasks A & B of dialogue 1, 2, 3.

7. Checking answers

8. Role-play

Ask Ss to work in pairs and stimulate a dialogue according to Focus in

9. Presentation

Invite 2 pairs to give their dialogues to the whole class

10. Translating

Teacher gives the key expressions and asks Ss to do Chinese-English translating work.

Suggested Answers

Exercise 1

1. Mate B

2. Mate A

3. Mate C

Exercise 2

1. They packaged the books in eye-catching wrappers

2. He packaged up the magazines.

3. Tony left his package on the shuttle bus yesterday.

4. The postman brought me a large package.

Suggested Answers to Tasks

A.

1. Jack is picking up a package sent to him.

2. May I see your student ID?

3. Yes, you are the one.

4. I wonder if Mary has any other ID with her photo.

5. Could you wait for a moment?

Mini-dialogue 1-2

Mini-dialogue 2-5

Mini-dialogue 3-4

Mini-dialogue 4-1

B.

1. How can I help you?

2. I need to pick up a package sent to me.

3. Could you wait for a moment?

4. Please sign here.

Suggested Answers to Tasks

A.

K1—Qe K2—Qg K3—Qd K4—Qf

K5—Qa K6—Qb K7—Qc

B.

4-7-1-5-6-2-8-3-9

Learn it and use it!

Exercise 1

Suggested Answers:

1. They have to pay a \$3200 fine and \$3000 costs in this law suit.
(在这次诉讼中, 他们得交纳 3200 美元的罚金和 3000 美元的诉讼费。)
2. She paid a high cost for her own mistakes.
3. Helping orphans costs much time and patience.
4. Has this project been cost?
(这个工程估价了吗?)

Exercise 2

Suggested Answers:

1. 受照料者
2. 收费
3. 指控
4. 应支付的

Suggested Answers to Tasks

A.

1. Just write down your address and the address you want this package to be mailed to.
2. When would you like this letter to arrive in Britain?
3. How much does it weigh?
4. You can choose a regular box and mail this package with Priority Mail.
5. Can I mail the package with my own box?
6. I'd like to send this package to Britain.

B.

1. What kind of letter do you want to send?
2. You may send it by registered express airmail.
3. It will arrive in France in a week.
4. And here is your receipt.

Ideological thinking

NO specific answers. Purpose of these practices is to encourage students to practice their communication ability and know how to express agreeing and disagreeing politely.

Homework: Make 2 dialogues for delivering a package on recommended app.

Chapter	Nine
Teaching Objective	ideological objective: introduce one of your favorite Chinese food and its culture. In this unit, students are required to know the basic sentence patterns and expressions for extending an invitation, giving an order and making a conversation at table in order to stimulate a conversation flexibly and ingeniously under specified circumstances.
Teaching Focus	get familiar with the talks in the restaurant.
Teaching Difficulty	extending an invitation, giving an order and making a conversation at table
Teaching Duration	4-6 periods
Teaching Method	Group discussion and performance
Assignment	Make 2 dialogues about eating out.

Unit 9 May I take your order, please?

Teaching Procedures:

1. Warm-up

(1) Questions

Ask Ss some questions, such as “Have you had dinner with a foreign friend? ”
 “Do you know how to invite a foreigner to dinner, how to accept and decline an invitation? ” “How to order in a restaurant?” “How to behave in a western meal?”

(2) Direct students to finish the listening task.

2. Finding similar expressions

Ask Ss to read dialogue 1 and then find expressions in dialogue 1 to retell sentences in task A.

3. Follow me

Ask Ss to listen to the dialogues and read after it. Then read them aloud.

4. Imitating

Ask Ss to role-play and read the dialogue

5. Discussion

Study the expressions in dialogue and finish task B of dialogue 1

6. Interpret what you hear

Ask Ss to listen to dialogue 2 and interpret what they hear in Chinese and then give Chinese of key expressions like “There are so many kinds of food besides pizza”, “I recommend you to have”, “It tastes great!”, “it is served with”, “May I have your order, please”, “They will be here soon”, ask Ss to give the expressions in dialogue.

7. Role-play

Ask Ss to role-play and read dialogue 2.

8. Task

Finish the task A of dialogue 2

9. Pair work

Ask Ss to work in pairs and finish task B in dialogue 2 and practice

10. Presentation

Invite 2 pairs to give their dialogues to the class.

11. Translating

Teacher review the names of dishes.

12. discussion

Talk about different ways of translating Chinese food.

13. Follow me

Ask Ss to listen to the dialogues 3 and read after it. Then read them aloud.

14. Imitating

Ask Ss to role-play and read the dialogue 3.

15. Discussion

Ask Ss to study expressions in task A and give the answer.

16. Pair work

Ask Ss to work in pairs and finish task B.

17. Presentation

Invite 2 pairs respectively to give their dialogue.

18. Group work

Ask Ss to work in group

- (1) Study the expressions in Focus In
- (2) Study the menu given by teacher (in teacher's book) and order food

Suggested answers

Exercise 1

Suggested Answers:

1. rise
2. risen
3. rose

Exercise 2

Suggested Answers:

1. dealt
2. dealing
3. deal
4. dealer

Suggested Answers to Tasks

A.

1. Do you have any plans for tonight?
2. You will have different things besides pizza.
3. My treat.
4. We can go Dutch.

Unit 9 75

B.

1—b 2—d 3—c 4—a

Learn it and use it!

Exercise 1

Suggested Answers:

1. c
2. b
3. a

Exercise 2

Suggested Answers:

Wrong: 2

Water is an uncountable noun. We should say: Could you give me some water?

Suggested Answers to Tasks

A.

1. I recommend you to have Japanese food.
2. It tastes great!
3. It is served with macaroni.
4. May I have your order, please?
5. Anything else?
6. They will be here soon. Wait a moment, please.

Mini-dialogue 1-1

Mini-dialogue 2-5

Mini-dialogue 3-2

Mini-dialogue 4-4

B.

1. c 2. d 3. b 4. e 5. a

Learn it and use it!

Exercise 1

Suggested Answers:

1. d

2. c

3. a

4. b

Exercise 2

Suggested Answers:

1. 汤米坚持留我在这吃午饭。

2. 如果你坚持，好吧。

3. 我哥哥一贯主张吃绿色食品。

4. 总裁坚决要求立刻采取措施。

Suggested Answers to Tasks

A.

K1-Qd

K2-Qc

K3-Qa

K4-Qb

B.

1—c

2—d

3—a

4—b

Ideological thinking

NO specific answers. Purpose of these practices is to encourage students to practice their communication ability and know how to introduce one of your favorite food and its culture.

Homework: Make 2 dialogues for eating out on the recommended app.

Chapter	Ten
Teaching Objective	ideological objective: introduce one of Chinese traditional medicines and its culture. In this unit, students are required to 1.know the basic sentence patterns and expressions for asking a patient about one's illness, examining, talking about one's illness, asking a doctor about one's illness, diagnosing and advising in order to stimulate a conversation flexibly and ingeniously under specified circumstances. 2.get familiar with the talks at the hospital
Teaching Focus	get familiar with the talks in the clinic.
Teaching Difficulty	asking a patient about one's illness, examining, talking about one's illness, asking a doctor about one's illness, diagnosing and advising
Teaching Duration	4 periods
Teaching Method	Group discussion and performance
Assignment	Make 2 dialogues for clinic.

Unit 10 It's just a cold!

Teaching Procedures:

Part I Warming Up

Watch the MOOC video

- A. Students will be asked to watch the video about hotel accommodation on MOOC. Then answer the discussion questions .
- B. Teacher may check the answers with explanations.
- C. Teacher may make a conclusion about students' answers.

Part II Conversations

Step 1: Words and Expressions

Watch the PPT and Video made by teacher on 学习通 app and listening to the recording.

This is an announcement released by the Dean ' s Office. During the time of season shifting, many students are sick. The number of student patients is accounted for 60% of the daily outpatient amount, according to the data offered by community outpatient department.

The main symptoms of student patients are cold, cough, fever and headache. The number of students having cough accounts for 40%, which is the highest percentage followed by the number of catching cold. The percentage of fever is the lowest, just 10%. About 20% student patients have headache. Please remind your students to wash hands before lunch and give more time for being out of classrooms. Thank you for your cooperation.

Step 2: Watch the PPT and Video made by teacher and Learn the new dialogue .

1. Students will be asked to discuss the following questions.
 - 1) Have you been to the hospital or the school clinic?
 - 2) How many English words of medical service do you know?
 - 3) How to tell the doctor about your illness in English?
 - 4) What kind of advice does a doctor give you?
 - 5) Do you feel better after you take the medicine he gives you?

Step 3: Practice

1. Review

Ask Ss to give English of some illness

2. Warm-up

Talk about different illness Ss may have and discuss the symptom

3. Follow me

Ask Ss to listen to dialogue 3 and read after it. Then read them aloud.

4. Imitating

Ask Ss to role-play and read the dialogue

5. Discussion

Ask Ss to study expressions in task A and give the answer

6. Pair work

Ask Ss to work in pairs
finish task B

7. Presentation

Invite 2 pairs to give their dialogues

8. Group work

Ask Ss to work in group

- (3) Study the expressions in Focus In
- (4) Study the information given by teacher (in teacher's book) and fill in the form

9. Discussion

Discuss the answer to the above

10. Questions-response

Ask Ss questions about seeing doctor, describing illness and taking medicine

Step 4: Finish the exercises .

1. Students will be asked to finish them within the required time .
2. Teacher may check the answers with explanations.
3. Teacher may make a conclusion about students' answers.

Suggested answers

A.

1. Are you OK?/Is everything OK with you?
2. Why don' t you go to see a doctor?
3. I want to.
4. If the doctors there cannot solve your problem, they will recommend you to a proper doctor.
5. I can handle it.

B.

1—b 2—d 3—c 4—a

Ideological thinking

NO specific answers. Purpose of these practices is to encourage students to practice their communication ability and know how to introduce one of Chinese traditional medicines and its culture.

Homework: Make 2 dialogues for clinic on 学习通.

Chapter	Eleven
Teaching Objective	ideological objective: how to introduce yourself and communicate at a job fair In this unit, students are required to: 1. know the basic sentence patterns and expressions for consulting others on finding a job in order to stimulate a conversation flexibly and ingeniously under specified circumstances. 2. get familiar with the dialogues at a job fair.
Teaching Focus	get familiar with the talks finding a job.
Teaching Difficulty	consulting others on finding a job
Teaching Duration	4 periods
Teaching Method	Group discussion and performance
Assignment	Make 2 dialogues for job interview.

Unit 11 I want to have a part-time job!

Teaching Procedures:

Part I Warming Up

Watch the MOOC video

- A. Students will be asked to watch the video about banquet speech on MOOC. Then answer the discussion questions.
- B. Teacher may check the answers with explanations.
- C. Teacher may make a conclusion about students' answers.

Part II Conversations

Step 1: Words and Expressions

Watch the PPT and Video made by teacher and learn the new words and expressions.

Step 2: Watch the PPT and Video made by teacher and Learn the new dialogue .

2. Students will be asked to discuss the following questions.
 - 1) What kind of part-time jobs have they done before? And what did they get from their part-time jobs?
 - 2) How to find a part-time job? Give some examples and compare them.

Step3: Practice

1. Review

Ask Ss to give English of some jobs

2. Warm-up

Talk about different jobs

3. Follow me

Ask Ss to listen to the dialogue and read after it. Then read them aloud.

4. Imitating

Ask Ss to role-play and read the dialogue

5. Discussion

Ask Ss to translate and replace sentences in task A

6. Pair work

Ask Ss to work in pairs

finish task B

7. Presentation

Invite 2 pairs respectively to give their dialogues

8. Group work

Ask Ss to work in group

(1) Study the expressions in Focus In

(2) Study the form given by teacher (in teacher's book) and fill it.

9. Discussion

Discuss the answer to the above.

10. Questions-response

Ask Ss questions about finding jobs.

Step 4: Finish the exercises.

1. Students will be asked to finish them within the required time .

2. Teacher may check the answers with explanations.

3. Teacher may make a conclusion about students' answers.

Suggested answers

A.

1. seasonal positions 2. register an account 3. post my résumé

4. personal data 5. want ads

B.

1. a 2. c 3. b 4. d

Ideological thinking

NO specific answers. Purpose of these practices is to encourage students to practice their communication ability and know how to introduce yourself and communicate at a job fair.

Homework: Make 2 dialogues for job interview on fif 口语训练软件.

Chapter	Twelve
Teaching Objective	ideological objective: introduce one Chinese company's successful business plans In this unit, students are required to: 1.know the basic sentence patterns and expressions for discussing entrepreneurship, describing a business plan and presenting ideas in order to stimulate a conversation flexibly and ingeniously under specified circumstances. 2.get familiar with the talks about entrepreneurship and college assignment.
Teaching Focus	get familiar with the talks business plan.
Teaching Difficulty	discussing entrepreneurship, describing a business plan and presenting ideas
Teaching Duration	4 periods
Teaching Method	Group discussion and performance
Assignment	Make 2 dialogues for business plan.

Unit 12 I want to be an entrepreneur!

Teaching Procedures:

Part I Warming Up

- 1.Lead students to finish the task by listening to the recording.
- 2.Help students to get correct answers.

A business plan is a document that tells what you plan to do and how you plan to do it. A cover sheet should outline the company name, address and current owners. Then an executive summary is necessary to tell the reader what you want. Readers or potential financiers will be concerned about how the business will operate in the future. So, a company description to explain the product and service you can offer, an operation plan to explain enterprise operation and a marketing plan to show the future sales should be all included in a business plan. Finally, keep your plan clear and persuasive!

Part II Conversations

Step 1: Words and Expressions

Watch the PPT and Video made by teacher on 学习通 app and learn the new words and expressions.

Step 2: Watch the PPT and Video made by teacher and Learn the new dialogue on 学习通 app.

Students will be asked to discuss the following questions .

- 1) Have you ever heard of entrepreneur and startup?
- 2) What is a business plan?
- 3) Generally, how many parts are there in a business plan? What are they?
- 4) Can you present your idea clearly in public?

Step 3: Practice

1.Review

Ask Ss to give English of some job positions

2.Warm-up

Talk about work flow

3.Follow me

Ask Ss to listen to the dialogue and read after it. Then read them aloud.

4. Imitating

Ask Ss to role-play and read the dialogue

5.Discussion

Ask Ss to translate and replace sentences in task

6.Pair work

Ask Ss to work in pairs

finish task B

7. Presentation

Invite 2 pairs respectively to give their dialogues

8.Group work

Ask Ss to work in group

(1)Study the expressions in Focus In

(2)Study the form given by teacher (in teacher's book) and fill it

9.Discussion

Discuss the answer to the above

10.Questions-response

Ask Ss questions about start-up

Step 4: Finish the exercises on 学习通 app.

1. The exercises are posted on 学习通. Students will be asked to finish them within the required time .
2. Teacher may check the answers with explanations.
3. Teacher may make a conclusion about students' answers.

Suggested answers

A.

1. Why does she look so frustrated?
2. I know nothing about a start-up.
3. Probably I can offer some help.
4. 7 essential parts should be covered in a business plan.
5. I get it.

Mini-dialogue 1-1

Mini-dialogue 2-4

Mini-dialogue 3-3

Mini-dialogue 4-5

Mini-dialogue 5-2

B.

1. How' s it going?
2. A business plan.
3. covered 7 parts
4. The product or service
5. R&D

Ideological thinking

NO specific answers. Purpose of these practices is to encourage students to practice their communication ability and know how to introduce one Chinese company's successful business plans.

Homework: Make 2 dialogues for business plan on the recommended app.